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ABSTRACT

This volume brings together papers from the 1991 Conference on Experiential Learning held at Surrey University (England); its 25 chapters are divided into 5 sections. An introduction provides a brief overview of each chapter. Section 1 is concerned with theoretical frameworks and philosophical and critical reflection: "Absorbing Experiential Learning" (Griffin); "Learner Experience: A Rich Resource for Learning" (Saddington); "Experiential Learning: the Confucian Model" (Mak); "Exploration of Levels of Awareness and Change Processes in Group Encounter" (Barber); "Politics of Facilitation: Balancing Facilitator Authority and Learner Autonomy" (Heron); and "Silent Learning: Experience as a Way of Knowledge" (Ranjan). Section 2 deals with the accreditation of prior experiential learning (APEL): "Linking Personal Learning and Public Recognition" (Evans); "APEL for Access to Science and Technology" (Paczuska); "Women's Informal Learning in a Neighbourhood Setting" (Webb, Redhead); "Constraints upon Portfolio Development in the Accreditation of Prior Learning" (Balckman, Brown); and "Making Experience Count: Facilitating the APEL Process" (Hull). Section 3 discusses issues related to the institutional assimilation of experiential learning: "Empowerment through Experiential Learning" (Tate); "Cooperative Inquiry into Organizational Culture: Wrekin District Council Experience" (Marshall); and "Police Probationer Training: Resistance to Writing as an Aid to Reflection in Experiential Learning" (Bartrop). Section 4 focuses on experiential learning processes from a variety of different perspectives: "Adventure-Based Experiential Learning" (Richards); "In the Midst of Experience: Developing a Model to Aid Learners and Facilitators" (Boud, Walker); "Reflection and Empowerment in the Professional Development of Adult Educators" (Knights); "Internal Processors in Experiential Learning" (Mulligan); "Creative Capability and Experiential Learning" (Henry); and "Suggestopedia: Way of Learning for the 21st Century" (Hooper-Hansen). Section 5 presents examples of teaching and facilitation methods for experience-based learning: "Learning Contracts: How They Can Be Used in Work-Based Learning" (Marshall, Mill); "Learning Experiences for Professional Reality and Responsibility" (Anderson, McMillan); "Experiential Learning Approach to Developing Clinical Reasoning Skills" (Higgs); "Task and

Reflection in Learning to Learn" (Anderson); and "Encouraging Experiential Learning: Lessons from the 16-18 Curriculum Enrichment Programme" (Taylor). A subject index is provided. (YLB)

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